

# PMI Community Demonstration Sites

## Guide to Developing or Adapting a Curriculum

All of the PMI Demonstration Sites anticipate offering skills-building workshops to their target audience, with various objectives. In keeping with the foundation of social marketing, workshops must be easy, appropriate, and appealing to youth. Careful planning and design is required to create workshops that meet both the program objectives and the youth's needs.

The purpose of this document is to introduce the curriculum design process to site staff, to help them better plan and manage the process. While the document lays out recommended steps, these can be adapted by site staff. Indeed, your local curriculum specialist may present an alternative way to reach the same end.

The roles and responsibilities for each step are noted. Site staff should review these carefully and adapt them as necessary, especially focusing on what role the PMI committee will play.

Finally, suggested criteria are listed to help monitor the process.

### Step 1. Is a revised curriculum necessary?

*Responsibility: Site staff, with input from the community and assistance from AED*

Review available curricula, particularly the four CDC-recommended ones (*Be Proud, Be Responsible; Get Real About AIDS; Reducing the Risk; and Power Moves*). Start with the Curriculum Summary sheets, and select the curricula that seem best for your site. Copies of curricula are available from AED. Check these curricula against your needs. Assess whether one or several of them can be adapted, or whether a completely new one is necessary for your audience.

#### *Assess the curriculum against your program needs*

- ▶ Key elements and program objectives
- ▶ Skills
- ▶ Age group
- ▶ Cultural appropriateness
- ▶ Context/setting
- ▶ Resources needed
- ▶ Other

## Step 2. Set the workshop parameters

*Responsibility: Site staff*

Through the site design process and feasibility assessments, site staff may already have a good idea of some of the dimensions of the workshops. Complete this page with the decisions that have already been made. This information should be given to the curriculum designer for guidance. The length and frequency of sessions may be decided later during the curriculum design process. See **Step 5** (p. 6) to reconsider the workshop time length, using relevant criteria.

*Context:* Describe how the curriculum will fit within the PMI intervention

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*Learners:*

Our workshop audience is \_\_\_\_\_

Estimated number of participants per session: \_\_\_\_\_ youth

*Implementation:* How will these sessions be delivered and by whom (subcontract with one or multiple service providers, CBOs, religious groups, etc.)?

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Frequency of sessions? \_\_\_\_\_ per month/year

Target date for first session \_\_\_\_\_

Length of session, if already determined: \_\_\_\_\_ hours

*Setting:* Where will these sessions be held (such as detention centers, youth centers, drop-in/rec centers, after school, on the street; same place each time or mobile)?

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*Social marketing considerations, if developed:* What is the key benefit or offering of the intervention? What is the PMI vision or positioning?

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*Community constraints:* Are there any political or community concerns or barriers?

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*Resources:*

Budget limit: \$\_\_\_\_\_ per year

Materials available (supplies, condoms): \_\_\_\_\_

Description of trainer/facilitator: peer or adult\*

Number of trainers/facilitators available: \_\_\_\_\_

**Step 3. Plan the development process**

*Responsibility: Site program manager*

The remaining steps in this document outline the upcoming tasks; the following are some suggestions on how to plan the process.

*Hire a curriculum expert*

AED recommends that site staff delegate the development of the curriculum to a specialist (probably a paid consultant). The program manager should be responsible for supervising the consultant's work. AED can assist in writing the scope of work, if needed.

*Some criteria to consider when hiring a consultant*

- ▶ Knowledgeable about AIDS skills-building
- ▶ Knowledgeable about the age group
- ▶ Experience in curriculum design
- ▶ Experience in teaching strategies
- ▶ Organizational skills
- ▶ Writing skills
- ▶ Other skills

*Form a review team*

Site staff should plan on how to involve their committees, youth, community members, parents, local experts, and potential implementors throughout the process, to ensure buy-in and prevent controversy. One way to ensure involvement is to invite representatives from these groups to be part of a review team. Give the review team clear guidance on what is expected of them at each step in the process.

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\* Although peer educators work well, other influentials can also be highly effective.

Training may be necessary for some of these review team members. For example, youth may require training to better understand the process, the review criteria, and what is expected of them. Parents and community leaders who have no experience with sexuality education may require training on teen sexuality and adult attitudes, and PMI's goals. In the field of sexuality education, this type of training is called Sexuality Attitude Reassessment (SAR) and is often used to help avoid adult bias.

### *Approval and monitoring*

Review the next steps in this document and assign tasks as appropriate. In addition, consider:

- ▶ Who is responsible for approving the curriculum?
- ▶ Who is responsible for monitoring the curriculum?
- ▶ Who is responsible for revising the curriculum?

### *Issues management and community response*

Ensure that the issues management team is informed about the progress of the design. How will the new curriculum be introduced to the community? One option is to plan a community meeting when a draft is available. How will the community respond?

### *Schedule for developing the curriculum*

Develop a schedule for the development process and for review meetings. The following is an example:

<i>Examples of activities and meetings</i>	<i>Date</i>
Recruit and contract consultant	
Initial meeting with consultant, review parameters	
Recruit committee reviewers	
Recruit youth reviewers	
Recruit local academic reviewer	
Approach all potential implementors	
Train reviewers	
Meeting with consultant: draft learning outcomes	
Meeting with consultant: define time and number of sessions	
AED review of draft learning objectives	
Review team meeting: review learning outcomes	
Meeting with consultant: draft activities outline	
Meeting with consultant: review draft of activities	
Review team meeting: review draft curriculum	

AED review of curriculum	
Meet with graphic artist for auxiliary materials	
Meeting with consultant: review revised draft	
Approach printing vendors for printing curriculum and materials	
Produce pilot set of materials	
Arrange pilot workshop logistics; recruit youth participants	
Develop pre and post test for pilot	
Pilot test workshop	
Pilot test debriefing	
Consultant revises curriculum	
Final review	
Hold community meeting to introduce curriculum	
Produce materials	
Design training of trainers and select facilitator	
Train the trainers/facilitators	
Begin implementation	

#### **Step 4. Define the learning outcomes**

*Responsibility: Curriculum expert, with input from site staff and community*

Learning outcomes should be directly related to your site's program objectives and key elements.

##### *Review the program objectives*

What are the objectives of the workshop? Or which key elements do you want the workshop to address? These are decisions that were made during the site design process.

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##### *Develop the learning outcomes*

Learning outcomes are intents to develop knowledge, skills, norms and attitudes, and/or experiences in the learner. List specific learning outcomes that you want the youth to have achieved during the workshop, and that support the overall objectives of the workshop. One way to create the learning outcomes is to breakdown each workshop objective into smaller steps or tasks.

Learning outcomes can be knowledge, skills, disposition (beliefs, norms, attitudes, self-efficacy), or experiential (give the student an experience) outcomes. Learning outcomes should not describe the learning *process* (such as: students will practice putting a condom on a model).

*Examples of learning outcomes*

At the completion of the skills-building session, youth will:

- ▶ know where to get free condoms (knowledge)
- ▶ correctly apply and remove a condom (skills)
- ▶ have the confidence to initiate a conversation about condom use with a partner (self-efficacy)
- ▶ talk with their peers about using condoms (experiential).

*Check each learning outcome against criteria*

Is the outcome:

- ▶ consistent with the program objectives (or key elements)?
- ▶ appropriate to the subject of the workshop (that is, not tangential)?
- ▶ precise enough to guide learning?
- ▶ feasible?
- ▶ practical to the learner (both useful and relevant to his/her life)?
- ▶ appropriate for the learner's interest and level?
- ▶ Other criteria you may have.

*Prioritize the learning outcomes*

Some tasks and exercises will be more important to reach the program objectives. It may be necessary to eliminate some outcomes if you are limited by time or resources.

*Review of the learning outcomes*

If the community was not involved in the development of these outcomes, the review team could be asked to provide input at this time. Giving the team defined review criteria may help it to provide **constructive** input.

You may also wish to validate the learning outcomes with others. Talk to teachers, trainers, gatekeepers, and youth. Do these learning outcomes make sense? Send a draft to AED. Revise as needed.

## **Step 5. Define session time lengths**

*Responsibility: Curriculum expert, with input from site staff*

The duration of workshop sessions may change as the curriculum process continues. Session length will be determined by a number of factors:

- ▶ age and development of the participants (how much time will youth give?)
- ▶ the number and difficulty of the learning outcomes (norms and skills may require more time)
- ▶ the content to be covered
- ▶ participant comfort level needed to cover sensitive materials
- ▶ the place and importance of the workshops in the overall PMI intervention.

Multi-session programs are the traditional model (most often used in schools). They also are the most evaluated and thus most often shown as successful interventions in the literature.

One-shot sessions are possible, but sites should consider the amount of time needed for ice-breakers, establishing a safe environment, and follow-up questions and answers. A one-hour skills-building session may not achieve much.

Another option is to offer one main workshop with several (two or three) short follow-up sessions for building additional specific skills (such as talking with familiar partners, talking with parents, establishing values).

### *Define the number of sessions*

- ☐ One session
- ☐ One main session with \_\_\_\_\_ follow-up sessions
- ☐ \_\_\_\_\_ multiple sessions

Number of hours per session: \_\_\_\_\_ hours

## **Step 6. Performance criteria**

*Responsibility: AED and CDC*

Most curriculums also set performance criteria. A performance criterion defines a student action to assess whether a learning outcome has been achieved. AED and CDC will design an evaluation of the workshops. At a later date, AED will develop performance criteria based on your learning outcomes, and will work with each site through the curriculum development process. Thus, sites do not need to develop performance criteria, and should continue to the next step.



*Performance criteria*

- ▶ Knowledge performance criteria measure recall or understanding
- ▶ Skills performance criteria require a demonstration or simulation of a situation
- ▶ Changes in norms, attitudes, and self-efficacy may require special attitudinal scales
- ▶ Experiential criteria are simply evidence of the experience.

**Step 7. Match instructional activities to learning outcomes**

*Responsibility: Curriculum expert*

*Develop an outline of instructional activities*

Match and sequence possible instructional activities to reach the learning outcomes.

Knowledge is taught primarily through presentation. Retention is enhanced by a variety of questions and examples. Skill development requires skill presentation and demonstration, guided practice, and drill. Norms and attitudes can be developed through information, positive reinforcement, modeling, and involvement in group activities. Experiences can be direct, simulated, or vicarious. Remember that variety enhances learning.

*Review and select a variety of instructional activities*

Sites do not need to create new instructional activities; activities and modules can be taken from other curricula. We recommend that you draw activities from existing, *evaluated* skills-building curricula. Activities in the draft curriculum should have the source clearly labeled for follow-up by AED. Any non-evaluated curricula used should be clearly flagged. AED will get the necessary approval and permission from authors to adapt their work. AED will make central contact with all authors to gain general approval to use their material. It is possible that some curriculum authors may refuse to have their work adapted in some situations.

*A good instructional activity*

- ▶ Activates the learners' motivation
- ▶ Assesses the learners' backgrounds and interests
- ▶ Ensures that the learners know the learning objective
- ▶ Keeps the learners' attention
- ▶ Presents new material clearly and logically, and should build on or connect with previous concepts.

If necessary, include additional activities to ensure ample time for:

- ▶ application, rehearsal, review, and skills practice
- ▶ transfer and generalization to the learners' lives, using a variety of examples and a variety of contexts.



## **Step 8. Review the curriculum**

*Responsibility: Site staff and review team*

Reread the draft curriculum to check for defects and omissions. Send a copy to AED for review.

An option for getting additional youth feedback is to hold a focus group and walk the youth through the curriculum. Would they come to such a workshop? What activities are appealing?

Revise as needed.

## **Step 9. Plan the design and printing of auxiliary materials**

*Responsibility: site staff and vendors*

Ascertain what workshop materials are needed to support the curriculum. Allow adequate time and resources for the purchase or for the design and production of handouts, workbooks, posters, and other materials.

## **Step 10. Pilot test the curriculum**

*Responsibility: Site staff or implementing agency*

Produce pilot copies (final drafts) of the materials. Work with AED to develop tools to evaluate the pilot test.

Use the curriculum in conditions as close as possible to those that will prevail on a regular basis. Plan ahead: Who will handle the logistics? How will youth be recruited? Will the pilot be conducted by the site staff or an implementing agency? The training of a new facilitator can function as a pilot training of trainers. Assign adult and peer observers to record the pilot. This often provides more detailed information than a video or audio recording.

Analyze the test results, debrief, and revise the curriculum as needed.

## **Step 11. Produce materials**

*Responsibility: Vendors and site staff*

Print materials and package the curriculum, workshop materials, and supplies.

## **Step 12. Implement the curriculum**

*Responsibility: site staff and implementing agency*

Review your implementation plan; conduct a training of trainers; distribute materials to sites/facilitators; begin workshops.

### **Step 13. Monitor the curriculum**

*Responsibility: Site staff and implementing agency*

Design and put in place a system to monitor the implementing agency's performance. Work with AED and CDC to incorporate findings from the evaluation process. Assign responsibility for curriculum revisions.

Based on David Pratt, *Curriculum: Design and Development* (San Diego: Harcourt Brace Jovanovich, 1980).